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ABSTRACT

A study was conducted to investigate the characteristics and personality profiles of the newly employed vocational teachers (agricultural, home economics, health, and industrial occupations) in Ohio who had not received professional teacher education. The 161 teachers included in the study were in attendance during a four-week preservice program on instruction at one of four Ohio universities. Data were collected using a demographic data sheet, the Tennessee Self Concept Scale, and the Edwards Personal Preference Schedule. Among the findings of the study was that the agricultural teachers were the youngest subpopulation while the trade and industrial teachers were the oldest. The most prevelant levels of education completed by the newly employed teachers was the high school diploma/equivalant and the certificate of completion from a post-high school training program. The agricultural and health occupations teachers had more professional (degree) level programs than had the trade and industrial and home economics teachers. (The objectives for the preservice program of instruction and profiles on each subpopulation are appended.)
(LRA)

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ED178693

A CHARACTERISTICS AND NEEDS PROFILE OF OHIO'S 1978-79 VOCATIONAL EDUCATION TEACHERS

Part I

Teacher Characteristics

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Table of Contents

Topic	Page
Chapter One	
Introduction	1
Need for the Study	2
Purpose of the Study	2
Limitations of the Study	3
Definition of Terms	4
Chapter Two	
Review of Literature	5
Chapter Three	
Introduction	8
Population profile	9
Agricultural Education Teacher	10
Health Occupations Teachers	11
Home Economics Education Teachers	12
Trade and Industrial Education Teachers	13
Comparison of the newly employed teachers	14
Agricultural Education Teachers	14
Home Economics Teachers	15
Trade and Industrial Education Teachers	15
Chapter Four	
Summary	24
Conclusion	24
Recommendations	26
Bibliography	
Books/monographs	27
Journals	27
Other	28

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Topic	Page
Appendix A	
Objectives for the Preservice Program of Instruction	29
Appendix B	
Data gathering instruments	37
Appendix C	
Request for participant Participation	53
Appendix D	
Participant Consent Form	56
Appendix E	
Profiles of Population	58

Table of Figures

Topic	Page
Figure 1	
Years of occupational experience for the newly employed vocational teacher in-training by service area	16
Figure 2	
Number of residential changes for the newly employed vocational teacher in-training by service area	17
Figure 3	
Reasons cited for leaving business/industry and entering teaching by the newly employed vocational teacher in-training by service area	18
Figure 4	
Annual earnings of the newly employed vocational teacher in-training by service area	20
Figure 5	
Outside employment distribution of the newly employed vocational teacher in training by service area	21
Figure 6	
Frequency distribution describing Instructional materials available to the newly employed vocational teacher by service area before the preservice program of instruction.	22

Table of Tables

Topic	Page
Table 1	
Description of the teachers participating in the 1978 Four-week preservice program of instruction	59
Table 2	
Characteristics of teachers participating in the 1978 four-week preservice program of instruction	60
Table 3	
The degree to which the participants of the 1978 preservice program of instruction were acquainted with the teaching environment and facilities upon employment	63
Table 4	
Self concept profile of the newly employed vocational teachers by service area	64
Table 5	
Personality profiles of the newly employed vocational teachers by service area	67

CHAPTER ONE

Introduction

Each year hundreds of individuals, without professional teacher education backgrounds, are employed nationally as vocational teachers. The majority of these individuals come directly into teaching from business and industry. But before they enter the classroom, the newly employed teacher is typically required to attend a special pre-service program of instruction and/or to take a series of specified teacher education courses.

The state division of vocational education, either acting alone or with another state agency, has accepted the responsibility for delivering these teacher education programs and for certifying these newly employed teachers. The teacher education program can vary in length from a few days to one or two years. The certification program involves primarily two parts: 1) determination of occupational competence and 2) determination of teacher competence. The primary means of determining occupational competence is the counting of years of experience in the area to be taught, while teacher competence is almost universally certified on the basis of satisfactory completion of a specified teacher education program (National Advisory Council Report, 1973).

To assess the effects of new knowledge on the instructional programs and to determine when identified changes should be made, the quality of vocational education programs were investigated during the late sixties and early seventies (Silvius and Bohn, 1976). Quie (1976) indicates that vocational education is not a haphazard experiment but a strong viable component of our vastly expanded education system capable of meeting the

needs of our times. But despite the structure and accountability system, a major problem in vocational education is the use of full-time vocational teachers who have not made a commitment to teaching (National Advisory Committee Report, 1973). The question is can these teachers be identified and a curriculum structured to meet their individual needs so they will not leave their teaching positions during the regular school year?

Need for the Study

The difficulty of predicting teacher performance has been studied as long as there have been teachers. It is a concern for parents, teachers, administrators, and curriculum developers alike (Cline, 1977). In order to predict a potential outcome the learner and his/her needs must be carefully analyzed. The problem here is the large number of variables to be considered (Bishop, 1976). The review of literature indicates studies which describe teacher characteristics, teacher needs, or teacher effectiveness. but despite the number of studies, there appears to be a lack of research that describes the characteristics of the newly employed vocational teachers who have not had professional training as a teacher in the State of Ohio. This would be one of the problems in predicting teacher performance.

Purpose of the Study

The purpose of this study was to investigate the characteristics and personality profiles of the newly employed vocational teachers of Ohio that participated in the four-week pre-service program of instruction during the summer of 1978 to obtain an accurate picture of their background and personalities.

More specifically, this study attempted to answer the following questions:

1. What can the demographic profiles tell us about Ohio's 1978-79 vocational teachers?
2. What influenced these newly-employed teachers to start a career in teaching?
3. What influenced these newly-employed teachers to leave business/industry?
4. What was the salary difference between business/industry and the first year of teaching for the newly-employed vocational teachers?
5. What are the personality and self concept profiles of Ohio's 1978-79 vocational teachers?

Limitations of the Study

This study was limited to the 161 newly employed vocational teachers which participated in the first day of the four pre-service programs of instruction at the Cleveland State University ($n_1 = 10$), University of Cincinnati, ($n_3 = 39$), The Ohio State University ($n_4 = 70$), and the University of Toledo ($n_5 = 42$) during the summer of 1978.

At The Ohio State University three pre-service programs of instruction took place. There was a separate program of instruction for the newly employed: agricultural education teachers ($n_{21} = 22$), home economic teachers ($n_{22} = 8$) and trade and industrial education teachers ($n_{33} = 40$). Refer to appendix A for the objectives of each area's preservice program of instruction. The pre-service programs of instruction at the other three universities were for the newly employed trade and industrial education teachers in their respective geographic areas.

The ability to generalize the findings of this study to the other vocational education teachers is limited to the extent that the teachers

participating in the four-week pre-service programs of instruction are comparable and representative of newly employed teachers participating in pre-service programs of instruction at the four identified universities.

Definition of Terms

Pre-service program of instruction refers to an intensive teacher education program for the newly employed vocational teachers that do not have a professional teaching degree in a vocational education service area.

Self concept refers to those aspects of the perceived self that the individual conceives as being particularly characteristic of himself (Lingren, 1964, 499).

Personality refers to those characteristics and modes of behavior that make each individual resemble all other persons, some other persons or no other persons (Lingren, 1964, 498).

CHAPTER TWO

Review of Literature

Folklore and professional literature tells us that the first year of teaching is difficult. Before school commences, the new teacher receives much misinformation--such as "be tough", "don't smile til Christmas", "don't give an inch", or "show'em whose boss on the first day". Some teachers may even pick up the popular novels To Sir, With Love (Brathwaite, 1960) or Up the Down Staircase (Kauffman, 1964) (Applegate, 1977).

Applegate's (1977) study of 18 first year teachers indicated that these teacers did not have the ability to control their classes plus other areas which were not congruent with their pre-service program of instruction or expectations. Their greatest satisfactions were among: being with students, seeing students learn, and feeling personally successful. In Murphy's and Priebe's (1974) study of the first year vocational teachers they identified their major problems as being: an inability to establish priorities, poor classroom management, low self concepts, the lack of administrative support, and the availability of reaching resources.

Vocational teachers have been profiled in a variety of ways. Halcromb's (1974) study describes the credentialed California vocational teachers as being 43 years of age with 8 years of work experience. The study also identified that the teachers main preference was for an emphasis on their instructional skills.

Combs (1965) warned the evaluation of an individuals' potential on the ability "to do" alone is a highly questionable practice. He also pointed out that teaching is a highly personal thing and suggests

that the teacher's personality, personal values, and their attitudes toward people interact significantly with his ability to perform specific instructional tasks in specific situations. Butts (1955) indicated that vocational teachers are highly motivated in their jobs by altruistic work values. While on the other hand the same teachers identified the following work values as least important 1) management opportunities, 2) working with friendly associates, and 3) having aesthetic work opportunities.

At The Ohio State University, Sage studied the newly employed, non-professionally trained trade and industrial (T&I) teachers in central and southeast Ohio (1979). He also studied the newly employed, non-professionally trained vocational teachers in Ohio's adult and youth commission correctional facilities (1978).

Sage's (1979) study of the public school T&I teachers describes them, as a group, as being 40 years of age with seventeen and a half years of occupational experience. The teachers as a group had one year of post high school training and one year of teaching experience before being employed as public school T&I teachers. Sage also investigated the self concepts and personalities of these teachers and describes them in terms of the teachers which continued into their second year of employment as compared to those teachers which left their teaching positions during or at the conclusion of their first year of public school teaching. He describes the public school T&I teachers which continue into their second year of teaching as having a more optiminal self concept then those teachers which left their teaching positions. While the teachers who left their teaching

positions scored higher on the personality scales representing manifest needs for achievement, exhibition, and autonomy then did their counter parts who started their second year of teaching. At the same time the terminating teachers scored lower on the personality scales representing manifest needs for order and nurtuance.

In Sage's (1978) second study of vocational corrections teachers, he described them as being 43 years of age with 16.6 years of occupational experience and less then one year of post high school education and teaching experience before being employed as teachers in a corrections facility. He also indicated that the teachers who continued into their second year of vocational teaching had a lower self concept then did the teachers which left their positions during or at the conclusion of their first year of vocational teaching. The corrections teachers which terminated scored higher on the personality scales representing manifest needs for exhibition, affiliation, and abasement then did their counterparts which entered into their second year of vocational teaching. The same group of terminating teachers also scored lower on the personality scales representing manifest needs for achievement, autonomy, and aggression.

CHAPTER THREE

Data Analysis

Introduction

During the first afternoon of each University's (Cleveland State University, The Ohio State University, University of Cincinnati, and the University of Toledo) preservice program of instruction, a representative from the Ohio State University reads a statement (Appendix B) to the participants describing the study to be conducted during the upcoming academic year. The representative requested everyone's assistance to ensure a good cross section of the newly employed teachers. After the statement was read and the request made each participant was given a consent form (Appendix C) to sign. With the consent forms signed the representative administered the demographic data sheet followed by the Tennessee Self Concept Scale (1964) and the Edwards Personal Preference Schedule (1953) (Appendix D). The participants who were not in attendance during the first day of the preservice program of instruction or for those newly employed teachers who did not receive any preservice instruction were not surveyed in this study.

The data gathered by these instruments were first analyzed with condescriptive statics (Nie, et al., Chapter 14, 1975) to determine the profile of the population and its sub-populations. The sub-populations were further analyzed by the cross-tabs procedure (Nie, et al., Chapter 16, 1975) to identify and describe those teachers who entered the four-week pre-service program of instruction without a temporary teaching certificate. The teachers who entered with a temporary (deficiency) certificate was not anlayzed nor desribed further.

Population Profile

The newly employed, non-degreed or non-educationally degreed vocational teacher of Ohio can be described (Appendix E) as a male, 38 years of age, with a high school diploma or equivalent and 45 hours of post high school credit, with at least 14 years of occupational experience. This new teacher also has one year of teaching experience and may hold a temporary (deficiency) teaching certificate.

His occupational experience has been obtained through three different full-time jobs requiring at least one residential move to obtain/maintain employment. During his last year in business/industry he earned between $11,000.00 and $14,000.00. His reasons for leaving business/industry were due to the lack of job advancement, job satisfaction, and/or job challenge.

For the majority of the new vocational teachers this pre-service program of instruction was their first exposure to a professional teacher education program. The few teachers which had received instructor training before this program, obtained it through a military/industry program or a college/university. These new teachers entered their new profession for it's challenge with a beginning salary between $10,000.00 and $13,500.00 a year. To supplement this income nearly half of the teacers will continue to maintain outside employment in addition to their new teaching responsibilities.

Most of the teachers have viewed their facilities, talked with their superintendent, director, area supervisor, co-teacher, another teacher, and a student. The majority of the new teachers have a textbook for their program and a course outline. But less than one half of these teachers had a former course of study and/or an occupational analysis left by a former teacher.

The data gathered on the Tennessee Self Concept Scale (1954) and the Edwards Personal Preference Schedule (1953) were not analyzed. This data (Appendix E) will be studied at the end of the academic year to determine if any trends are identifiable.

Agricultural Education Teacher

The newly employed, non-degreed or non-educationally degreed agricultural education teacher can be described (Appendix E) as a male, 31 years of age, with a bachelor's degree and at least 9.8 years of occupational experience. This new teacer has had approximately two years of prevous teaching experience and does not hold a teaching certificate.

His occupational experience had been obtained through two different full-time jobs which required one change of residence to obtain/maintain employment. His previous year's earning was between $8,000.00 and $11,000.00. He most likely left business/industry due to the lack of job advancement or job satisfaction.

For the majority (82%) of these new agriculture teachers, this was their first exposure to a professional teacher education program. These teachers entered teaching for the purpose of working with adolescents and due to family encouragement. The beginning salary of the agricultural teacher was between $9,000.00 and $12,000.00 per year with nearly half of them planning on maintaining outside employment in addition to their regular teaching responsibilties.

The majority (96%) of the newly employed agricultural teachers had viewed their laboratory and related classroom before the preservice program of instruction. Before coming to their preservice program of instruction, these newly employed teachers also had talked with the school's superintendent (77%), director (77%), and their area supervisor (82%) in addition to their co-teacher (59%), another teacher (91%) and a student (64%). Most of the teachers had a textbook (64%) for their program, an occupational analysis (59%), a course outline (64%) and a former course of study (46%).

Health Occupations Teachers*

The newly employed, non-degreed or non-educationally degreed health occupations teacher can be described (Appendix E) as a female, 38 years of age, with a professional diploma or degree and at least 12 years of occupational experience. This new teacher has had approximatley one year of previous teaching experience and holds a non-vocational teaching certificate.

Her occupational experience had been obtained through three different full-time jobs which required two changes of residence to obtain/maintain employment. Her previous years earning was between $11,000.00 and $14,000.00 per year. She most likely left business/industry because of the number of weekly hours required per week.

For the majority (90%) of these teachers, this was their first exposure to a professional teacher education program. These teachers entered teaching for the working hours and the challenge their new jobs offered them. The beginning salary of the health occupations teacher was between $10,500.00 and $15,000.00 per year with the majority (91%) of them not intending to maintain any outside employment during the regular school year.

The majority (82%) of these teachers had viewed these laboratories and related classrooms before the preservice program of instruction. Before coming to these preservice programs of instruction these newly employed teachers also talked with these school's superintendnet (100%), director (100%), and their area supervisor (100%) in addition to their co-teacher (75%), another teacher (75%), and a student (63%). Most of the health occupations teachers had a textbook (73%) for these programs, an occupational analysis (55%), a course outline (73%), and a former course of study (64%).

*Health Occupations are administered through the Rules and Regulations of the Trade and Industrial Education Services of Ohio's State Division of Vocational Education.

Home Economics Education Teacher

The newly employed, non-degreed or non-educationally degreed home economics teacer can be described (Appendix E) as a female, 38 years of age, with a high school diploma, and at least 13 years of occupational experience. This teacher has not taught before nor does she have a teaching certificate.

Her occupational experience had been obtained through four different full-time jobs which required one change of residence to obtain/maintain employment. She most likely left business/industry due to the lack of job challenge.

This preservice program of instruction was the first exposure to professional teacher education for the new teacher. These teachers entered teaching for the challenge presented by the job. The beginning salary of the home economics teacher was between $12,000.00 and $13,000.00 per year with 25 per cent of them planning on maintaining outside employment in addition to thir regular teaching responsibilities.

All of the newly employed home economics teachers had viewed their laboratories and related classrooms before the preservice program of instruction. Before coming to the preservice program of instruction these newly employed teachers also had talked with the school's superintendent (100%), director (100%) and their area supervisor (100%) in addition to their co-teacher (75%) another teacher (75%) and a student (62%). Most of the teachers had a textbook (50%) for their program, a course outline (50%) an occupational analysis (37%), and a former course of study (38%).

Trade and Industrial Education Teacher

The newly employed, non-degreed or non-educationally degreed trade and industrial education teacher can be described (Appendix E) as a male, 39 years of age, with a high school diploma or equivalent and 16 years of occupational experience. This new teacher has approximately two years of previous teaching experience and a vocational teaching certificate.

His occupational experience had been obtained through three different full-time jobs which required one change of residence to obtain/maintain employment. His previous years earning was between $14,000.00 and $18,000.00. He most likely left business/industry due to the lack of job satisfaction and job challenge.

For the majority (92%) of these new trade and industrial education teachers, this was their first exposure to a professional teacher education program. These teachers entered teaching for the challenge the job offered. The beginning salary of the trade and industrial teacher was between $12,000.00 and $13,500.00 per year with nearly half of them planning on maintaining outside employment in addition to their regular teaching responsibilities.

The majority (94%) of the newly employed trade and industrial teachers had viewed their shop/laboratory and related classroom before the preservice program of instruction. Before coming to the preservice program of instruction, these newly employed teachers also had talked with the school's superintendent (85%), director (84%), and their area supervisor (80%) in addition to their co-teacher (67%), another teacher (83%) and a student (63%). Most of the teachers had a textbook (79%) for their program, an occupational analysis (31%), a course outline (49%), and a former course of study (42%).

Comparison of the Newly Employed Teacher

This section will describe those newly employed teachers which are earning their first temporary teaching certificate in preparation for their first day in their related classroom and shop/laboratory. The teachers which started mid-year during the 1977-78 academic year without a pre-service program of instruction will not be discussed here.

From the data presented on the demographic data sheet there are 68 teachers preparing to enter the classroom for the first-time this fall. To assist in this comparison, due to the organization of the Trade and Industrial Education Services section of the State Division of Vocational Education, health occupations teachers and trade and industrial education teachers were combined into one sub-population. The sub-populations are agriculture (N_{51}=13) home economics (N_{52}=4) and trades and industry (N_{53}=51).

Agricultural Education Teachers. The agriculture teacher had 5.5 median years of occupational experience (Figure 1) with no change in residence to obtain/maintain employment (Figure 2). This teacher left business/industry due to the lack of job satisfaction and/or job advancement (Figure 3). While employed in business/industry his last annual earnings were between $8,001.00 and $11,000.00 (Figure 4).

This new teacher entered vocational agricultural to work with youth (Figure 3) for an annual salary between $10,500.00 and $12,000.00 (Figure 4) with no outside employment anticipated during the school year (Figure 5). He entered the preservice program of instruction without a textbook, an occupational analysis, or a former course of study (Figure 6).

Home Economics Education Teachers. The home economics teacher had 10 median years of occupational experience (Figure 1) with no changes in residence to obtain/maintain employment (Figure 2). This teacher left business/industry due to the lack of job challenge (Figure 3). While employed in business/industry her last annual earnings were between $5,000.00 and $11,000.00 (Figure 4).

The new home economics teacher entered teaching for it's challenge with an annual average salary of $12,000.00 (Figure 4). The home economics teacher does not plan on engaging in outside employment during the school year (Figure 5). She entered her pre-service program of instruction with a textbook, an occupational analysis, a course outline, and a former course of study.

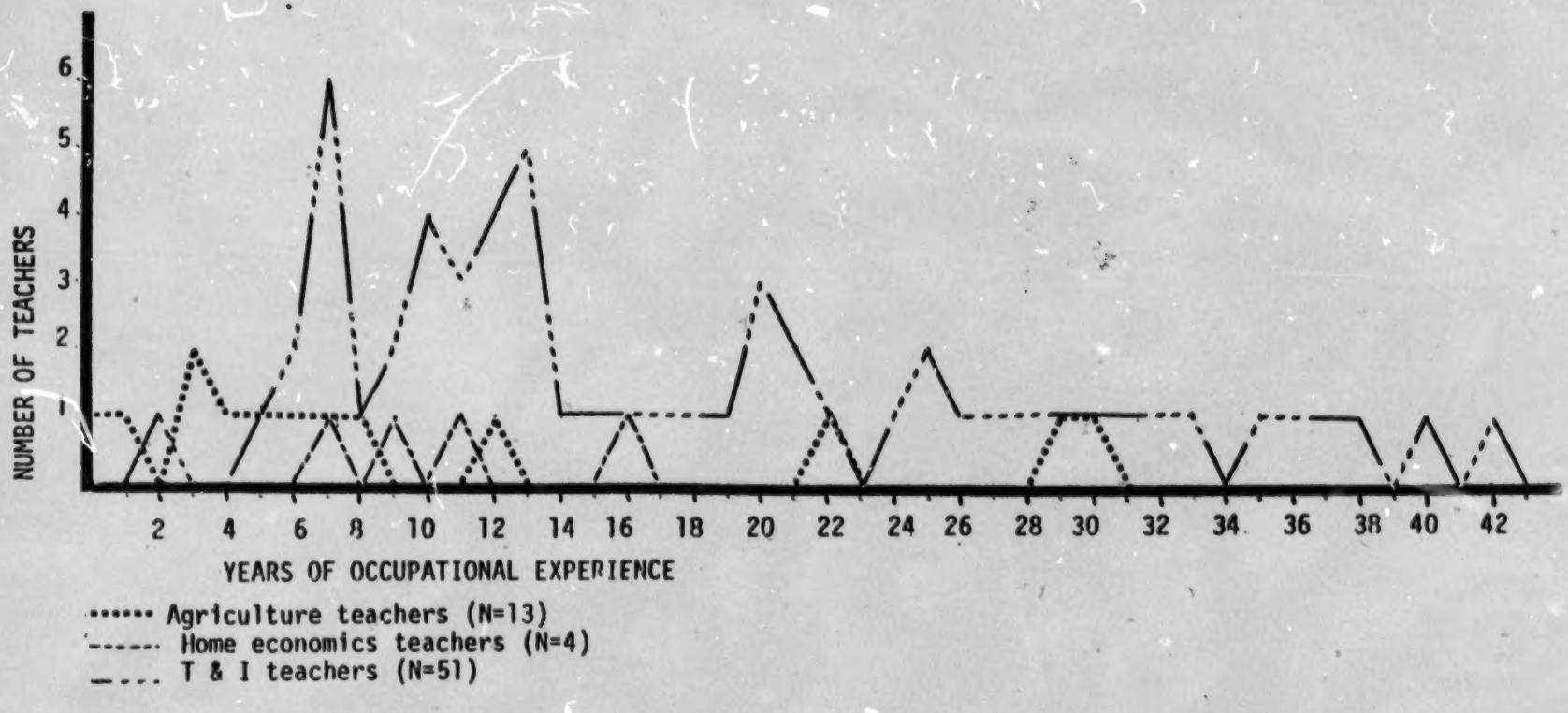
Trade and Industrial Education Teachers. The trade and industrial teacher had 13 median years of occupational experience (Figure 1) with no change in residence to obtain/maintain employment (Figure 2). This teacher left business/industry due to the lack of job satisfaction and job challenge (Figure 3). While employed in business/industry his last annual earnings were between $11,000.00 and $18,000.00 Figure 4).

This new trade and industrial teacher entered teaching for it's challenge (Figure 2) with an approximate average salary of $11,700.00 per year (Figure 4). This trade and industrial teacher does not plan on engaging in outside employment during the regular school year (Figure 5). The new trade and industrial entered his preservice program of instruction with a textbook, but without an occupational analysis, course outline, and a former course of study. (Figure 6).

Figure 1

YEARS OF OCCUPATIONAL EXPERIENCE FOR
THE NEWLY EMPLOYED

Vocational teacher in training
by service area



.... Agriculture teachers (N=13)
_._ Home economic teachers (N=4)
_..._ T&I teachers (N=51)

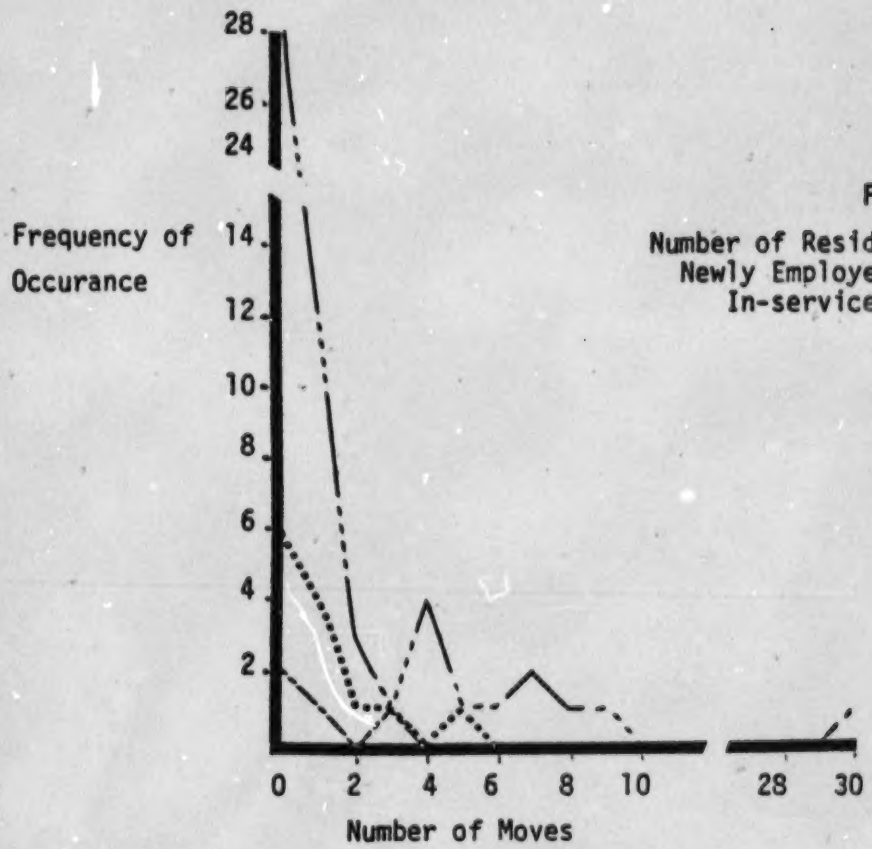


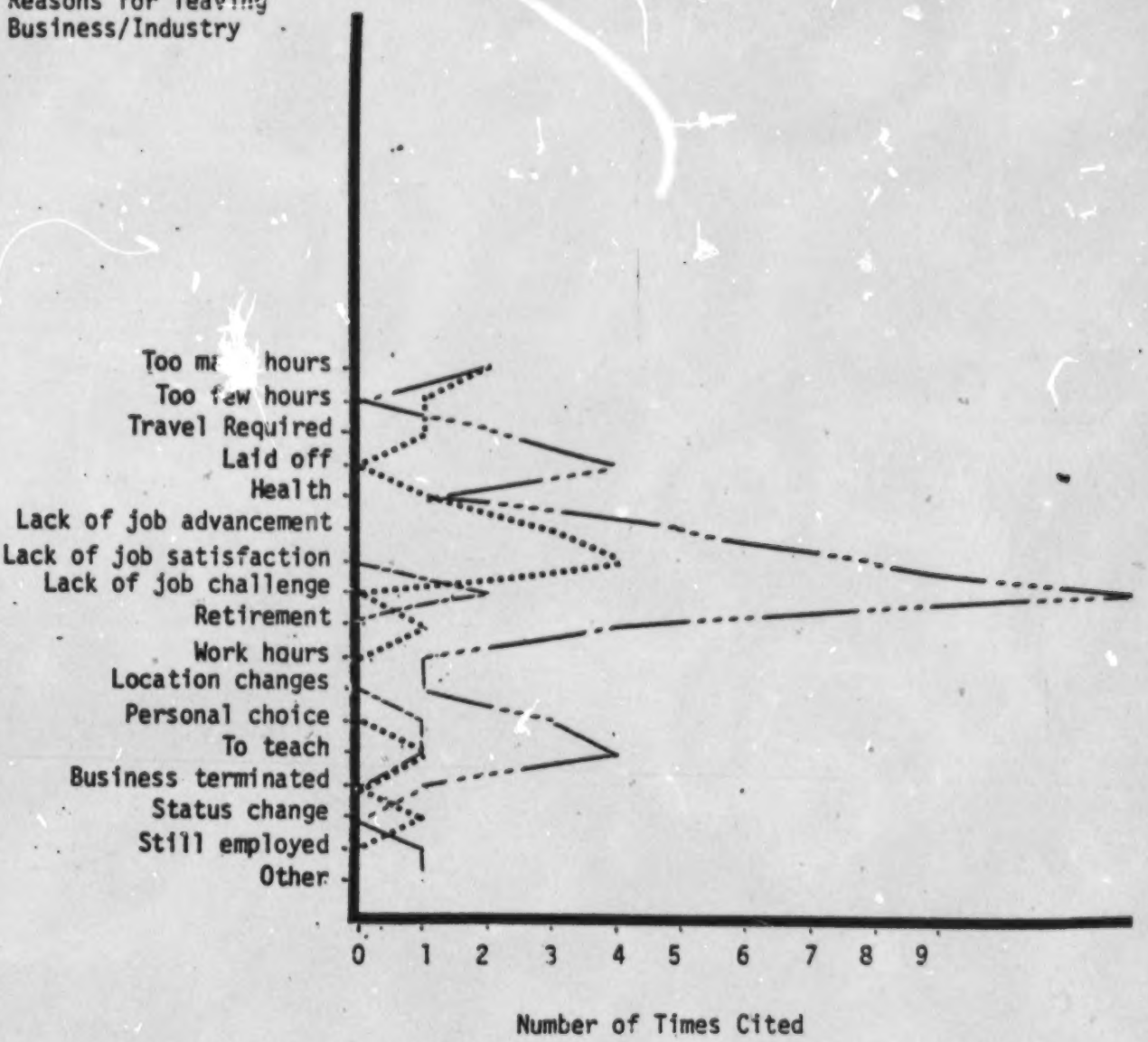
Figure 2

Number of Resident Changes For The Newly Employed Vocational teacher In-service training by service area

Figure 3

REASONS CITED FOR LEAVING BUSINESS And Entering Teaching by the Newly Employed Vocational teachers in-training by service area

A. Reasons for leaving Business/Industry



..... Agriculture teachers (N=13)
——— Home Economics teachers (N=4)
— — — T&I teachers (N=51)

Figure 3 (con't)

B. Reasons cited for entering teaching

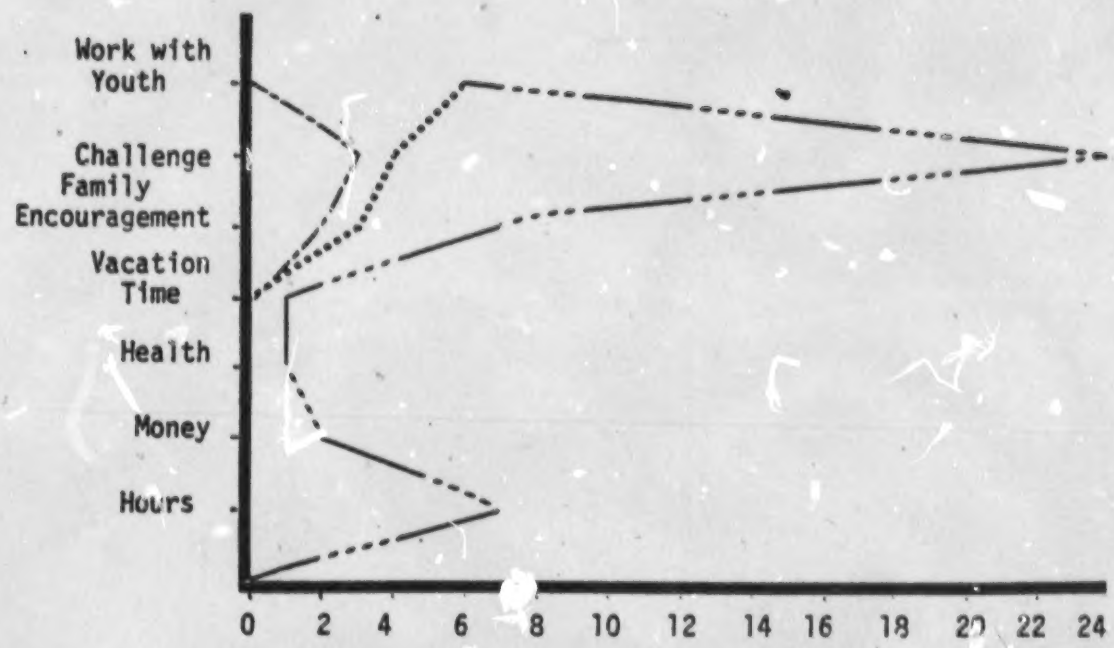


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Figure 4

Annual Earnings of the
Newly Employed Vocational
Teachers in Training
by Service area

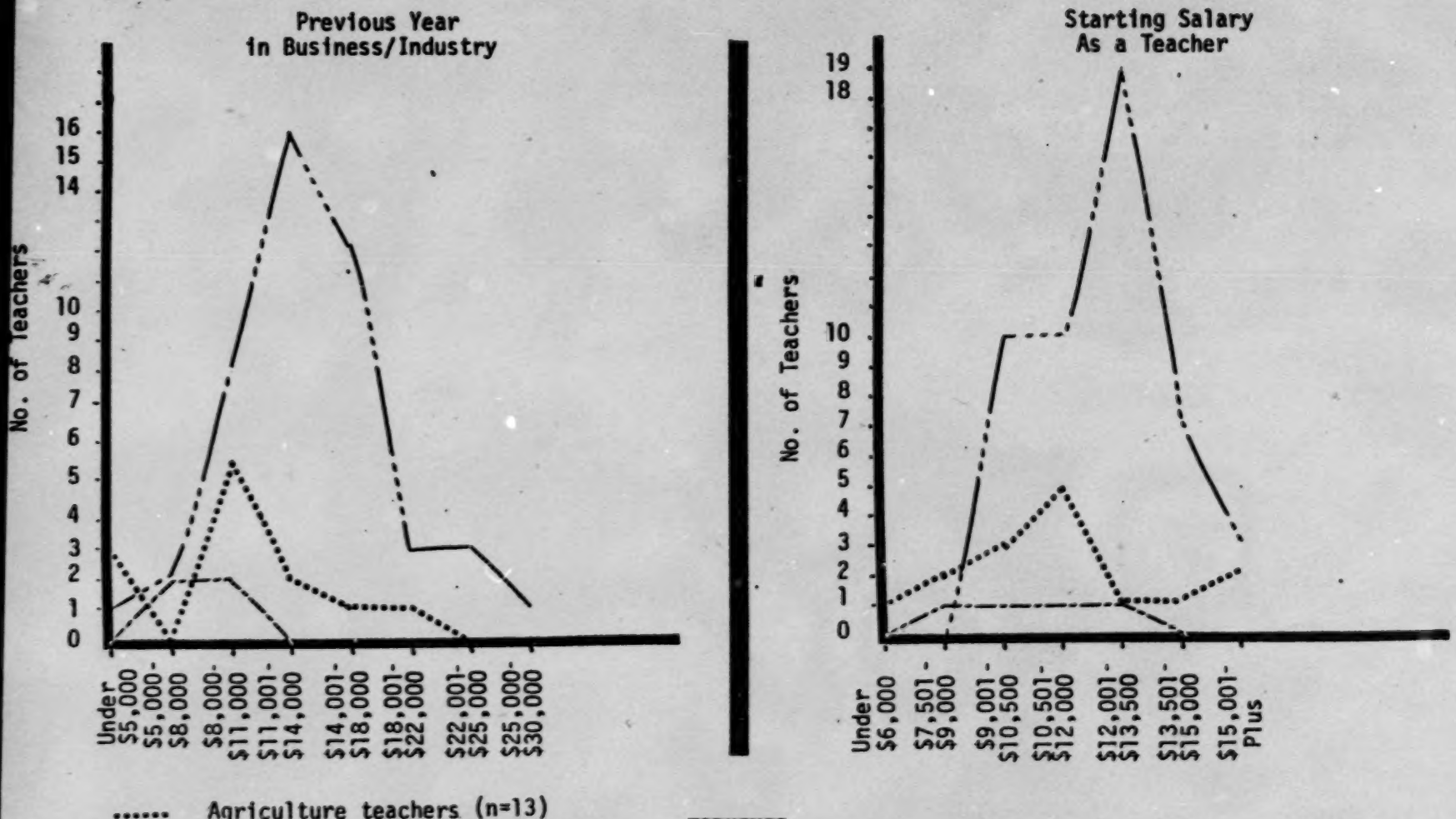
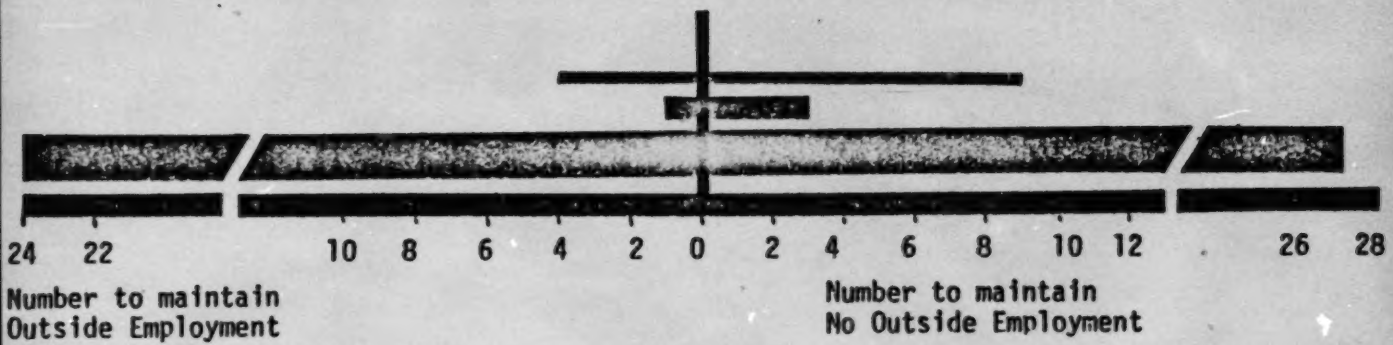


Figure 5

Outside Employment Distribution of the
Newly Employed Vocational
Teachers in Training
by Service area



Agriculture teachers (N=13)
Home Economics teachers (N=4)
T&I Teachers (N=51)

Figure 6

FREQUENCY DISTRIBUTION DESCRIBING
INSTRUCTIONAL MATERIALS AVAILABLE
TO THE NEWLY EMPLOYED VOCATIONAL
TEACHER IN-TRAINING BY SERVICE AREA
BEFORE THE PRESERVICE PROGRAM OF INSTRUCTION

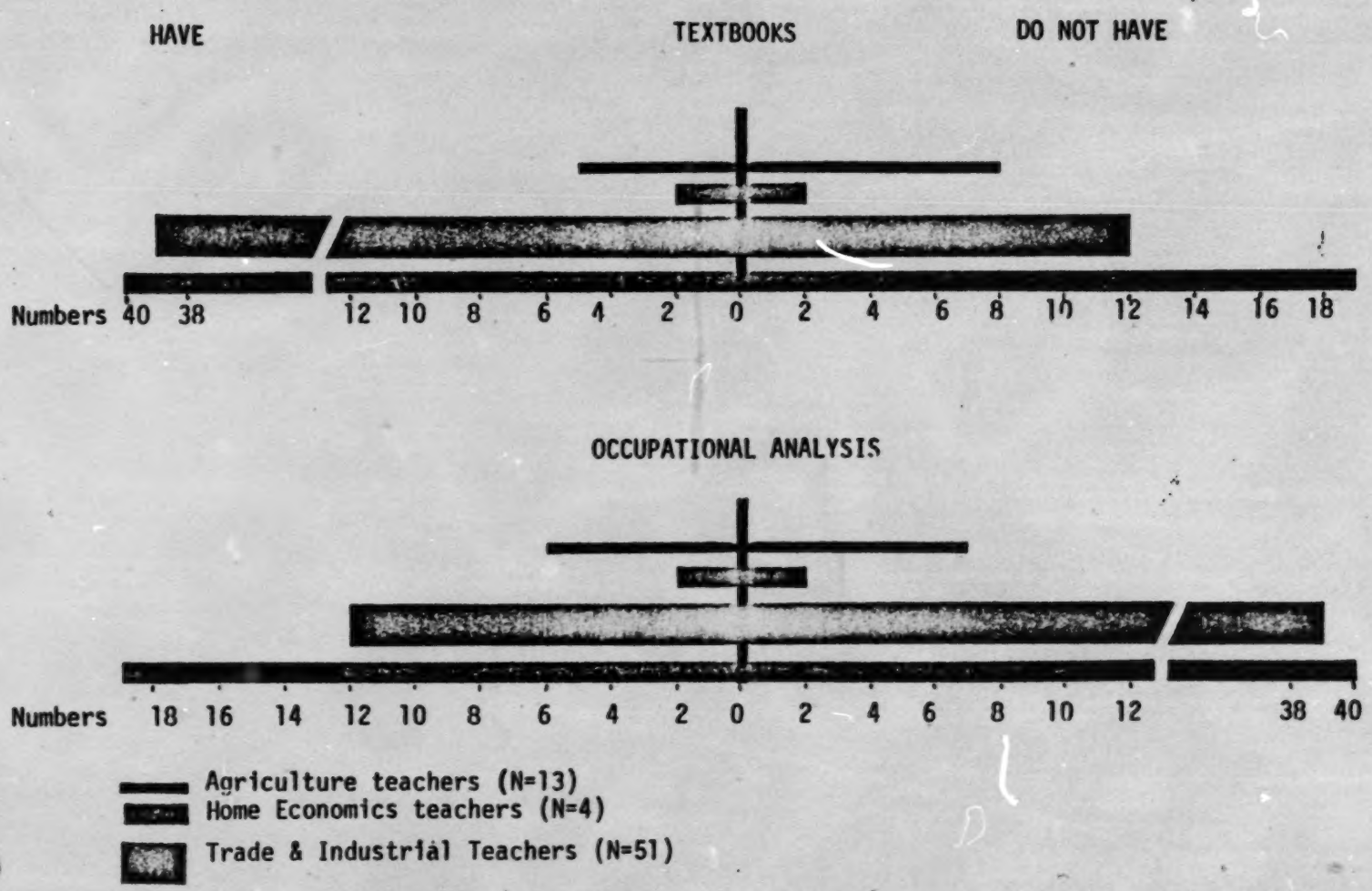
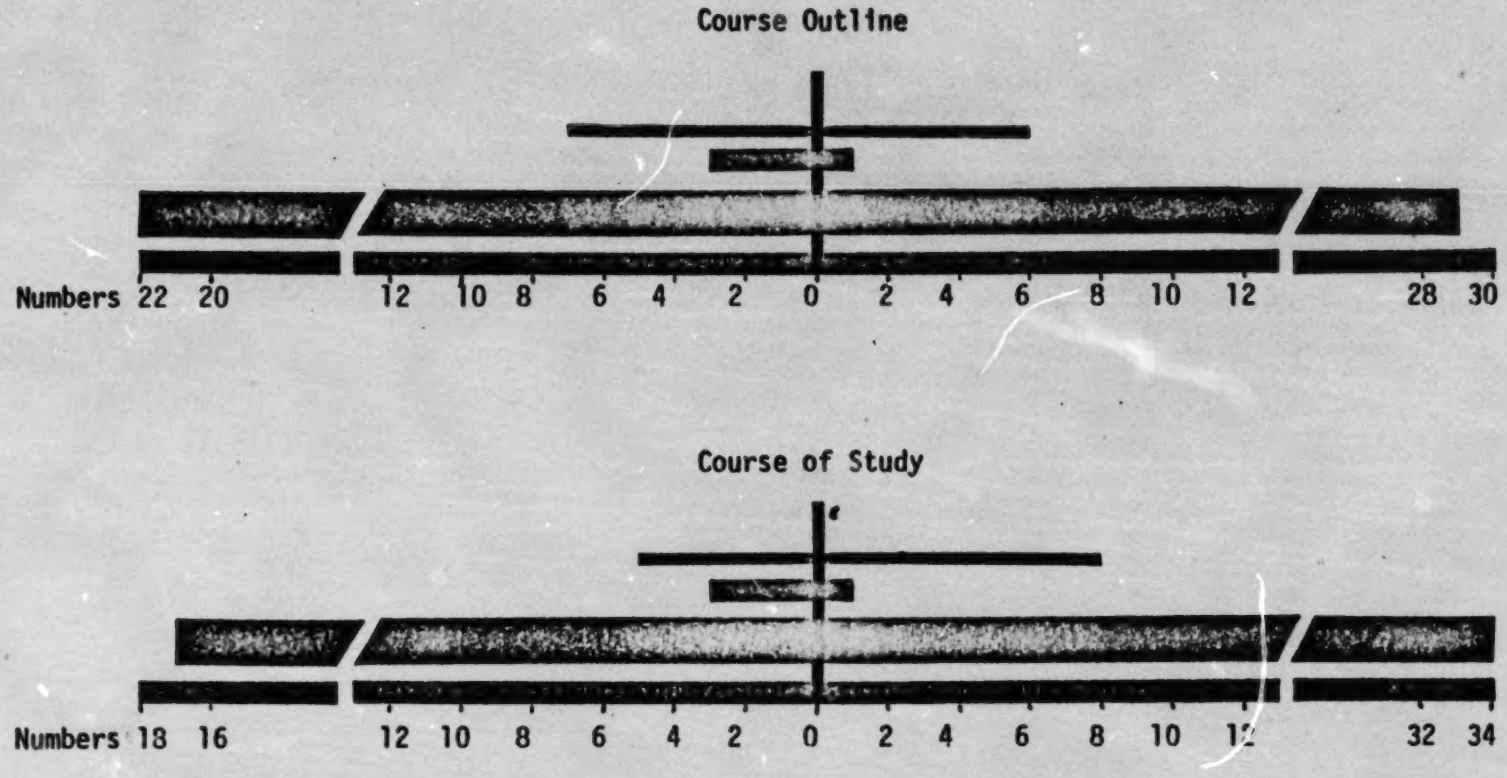

HAVE
TEXTBOOKS
DO NOT HAVE
Numbers 40 38 12 10 8 6 4 2 0 2 4 6 8 10 12 14 16 18
OCCUPATIONAL ANALYSIS
Numbers 18 16 14 12 10 8 6 4 2 0 2 4 6 8 10 12 38 40
Agriculture teachers (N=13)
Home Economics teachers (N=4)
Trade & Industrial Teachers (N=51)

Figure 6 (con't)


Course Outline
Numbers 22 20 12 10 8 6 4 2 0 2 4 6 8 10 12 28 30
Course of Study
Numbers 18 16 12 10 8 6 4 2 0 2 4 6 8 10 12 32 34
Agriculture teachers (N=13)
Home Economics Teachers (N=4)
T&I Teachers (N=51)

Chapter Four

Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to investigate the characteristics and personality profiles of the newly employed vocational teachers in Ohio. The teachers (N=161) described in this study were in attendance during the first day of a four-week pre-service program on instruction at Cleveland State University (n_1=10), The Ohio State University (n_2=70), the University of Cincinnati (n_3=39), the University of Toledo (n_4=42) during July and/or August of 1978. The Ohio State University conducted preservice programs of instruction in agricultural education (n_{21}=22), home economics education (n_{22}=8), and trade and industrial education (n_{23}=40). The preservice programs of instruction at the three other universities were for the newly employed trade and industrial education teachers in their respective geographic service areas.

Conclusions

The newly employed vocational teachers in Ohio appear to be those studied by Bisbee (1975), Dygert (1978), and Osso (1974). The agricultural teachers were the youngest subpopulation while the trade and industrial teachers were the oldest subpopulation of the four subpopulations studied. All subpopulations investigated maintained a stabilized residency during thier employment in business and industry.

The most prevalent levels of education completed by these newly employed teachers was the high school diploma/equivalent and the certificate of completion from a post-high school training program. The agricultural and health occupations teachers had more professional (degree) level programs than had the teachers in the other two subpopulations.

The data indicated that approximately 56 percent of the teachers attending the four-week pre-service program of instruction held a temporary (deficiency) type teaching certificate. This would suggest that these teachers were hired to fill mid-year vacancies created during the 1977-78 academic year.

The agricultural education subpopulation had fewer years of occupational experience and had obtained their occupational experience through approximately 2 different full-time jobs. The youngest teacher in agriculture was 22 years of age. This individual's age and occupational experience could have distorted this subpopulation's norms on age and years of occupational experience.

The health occupations teacher subpopulation was better educated and they had more changes of residence in order to obtain and/or maintain employment. The teachers in this subpopulation left business/industry due to the number of working hours per week. The teachers in this subpopulation as well as in the trade and industrial subpopulation took a substantial pay reduction when they entered this profession, whilte the teachers in the agricultural and home economics subpopulations increased their annual income by entering this profession.

In all of the subpopulations, the local schools appear to be hindering the professional development of the newly employed teachers by not providing them with a textbook for their program, an occupational analysis, a course outline and/or a former course of study. These materials are a must if the teacher education institutions are to prepare these individuals as professionals. Without these materials, the teacher educators will generate a program for the new teacher and this could produce undesirable effects.

Recommendations

1. Further research is needed to compare the qualities of the four-week pre-service program of instruction to the pre-service course work taken by the undergraduate vocational teacher education students.
2. Further research is needed to determine the characteristics of the vocational teachers hired mid year as compared to those hired at the beginning of the school year.
3. Further research is needed to determine why outside employment is necessary or even advisable for the newly employed vocational teacher.
4. The State Division of Education should establish a similar four-week pre-service program of instruction as those in agriculture, home economics and trade and industry for the newly employed non-degreed or non-education degreed business and office and distributive education teachers.
5. The state should require that all non-degreed or non-education degreed teachers be under contract so that they could attend a pre-service program of instruction.
6. The State Division of Vocational Education should establish a separate four-week preservice program of instruction for the newly employed health occupational teachers.
7. The local schools should be required to inform the newly employed teachers of the length and depth of their 2 year inservice program of instruction and provide these new teachers with a course outline, a textbook, an occupational analysis and a proposed course of study before their four-week preservice program of instruction commences.

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Appendix A

Objectives for the Preservice Program of Instruction

1. Home Economics Education
2. Trade and Industrial Education

NON-DEGREE IN-SERVICE EDUCATION PROGRAM IN VOCATIONAL HOME ECONOMICS

Instructional Objectives

1. The teacher will be able to integrate the philosophies and principles of vocational education with knowledge and trends of the occupation to develop a home economics job training program.

2. The teacher will be able to organize and supervise a home economics job training program to meet the needs of the community and students.

3. The teacher will be able to explain the techniques and strategies for organizing and operating and in school/multi-area/cooperative job training program in home economics.

4. The teacher will be able to plan curriculum for an in school or work experience job training program.

5. The teacher will be able to select and utilize a variety of methods, which achieve specified behavioral objectives in the cognitive, affective, and psychomotor domains of learning.

6. The teacher will be able to construct, select, and evaluate instructional materials to facilitate learning.

7. The teacher will be able to use the principles of learning to plan and execute instruction.

8. The teacher will be able to plan instruction for the course of study which meets the needs of the students.

9. The teacher will be able to organize a student organization as an integral part of the occupational program to develop student leadership abilities.

10. The teacher will be able to follow the laws and regulations affecting students in occupational work experience or early placement.

11. The teacher will be able to administer a job training program.

12. The teacher will be able to recruit and select students for a job training program.

13. The teacher will be able to develop student math, science and reading skills while teaching subject matter content.

State Department Plan

Identifying Minimum Requirements of the

Four Week Pre-Service T & I

Teacher Certification Workshop

State Department of Education

Division of Vocational Education Workshop

June 12, 1975 Revision #3

DEPTH OF COVERAGE INDICATORS

Located at the end of the main objective:

1. Minimum (talk about, post, information sheets, etc.)
2. Moderate (student involvement with some application)
3. Complete (in-depth application and/or involvement)

COURSE UNITS WITH OBJECTIVES

1. Planning and Developing Vocational-Technical Programs

The teacher will be able to:

1.1 Determine what to teach (2)
- 1.11 Knowing information
- 1.12 Doing information

1.2 Identify entry level competencies which need to be taught during the first two weeks: (3)
- 1.21 Junior class
- 1.22 Senior class
- 1.23 Junior/Senior class

1.3 Identify and select instructional media for future use: (1)
- 1.31 Chalkboard
- 1.32 Bulletin board
- 1.33 Display case
- 1.34 Overhead projector
- 1.35 Movie projector
- 1.36 Film strip projector
- 1.37 Slide projector
- 1.38 Opaque projector
- 1 39 Audio tape player/recorder
- 1.310 Models
- 1.311 Photography
- 1.312 Display board
- 1.313 Television

2. Plan and Develop Instruction

The teacher will be able to:

2.1 Specify general program goals (2)
- 2.11 Junior class
- 2.12 Senior class
- 2.13 Junior/Senior class

2.2 Specify instructional objectives for writing: (3)
- 2.21 Test questions
- 2.22 Lesson plans
- 2.23 Student objective learning guides for individual lessons

2.3 Develop a minimum of a two-week teaching sequence (3)
- 2.31 Daily activities/schedules
- 2.32 Lesson plans
- 2.33 Student personnel organization
- 2.34 Integrated safety plan
- 2.35 Management and record keeping

2.4 Prepare a sample lesson plan (3)
- 2.41 Lesson plan title
- 2.42 Precise objectives to be covered
- 2.43 Reference used
- 2.44 Instructional Materials required
- 2.45 Safety information
- 2.46 Preparation
- 2.47 Presentation of objectives
- 2.48 Application
- 2.49 Evaluation of objectives
- 2.410 Questions over presentation
- 2.411 Learning activities
- 2.412 Time allotments

2.5 Develop sample lesson sheets (2)
- 2.51 Operation/step
- 2.52 Information sheet
- 2.53 Job/procedure
- 2.54 Assignment sheet

3. Selection and Application of Learning Strategies

The teacher will be able to:

3.1 Define motivational terms and behavioral characteristics (1)
- 3.11 Curiosity
- 3.12 Exploratory behaviors
- 3.13 Boredom
- 3.14 Arousal
- 3.15 Anxiety
- 3.16 Frustration
- 3.17 Interest
- 3.18 Desires
- 3.19 Social interactions

3.2 Prepare a verbal presentation for delivery (3)
- 3.21 Related information
- 3.22 Skill demonstration
- 3.23 Questioning techniques

3.3 Discuss teaching techniques (3)
- 3.31 Illustrated talk
- 3.32 Problem solving
- 3.33 Demonstration
- 3.34 Use of questions
- 3.35 Group discussion
- 3.36 Individual instruction

3.4 Have awareness of basic behavior management (1)
- 3.41 Describing behavior
- 3.42 Understanding behavior
- 3.43 Self concept

3.5 Deliver objectives 3.2 for evaluation (3)

4. Organization of Vocational-Technical Programs

The teacher will be able to:

4.1 Discuss the need for an inventory system (1)
- 4.11 Tools
- 4.12 Equipment
- 4.13 Instruments
- 4.14 Supplies
- 4.15 Text books
- 4.16 Reference books

4.2 Develop a student personnel organization chart for the laboratory (3)

4.3 Develop the technique for keeping records (1)
- 4.31 Grade book
- 4.32 Tardiness
- 4.33 Cuts
- 4.34 Absences

4.4 Discuss teacher check-in/check-out control of: (2)
- 4.41 Supplies
- 4.42 Materials
- 4.43 Tools
- 4.44 Instruments

4.5 Discuss methods of reducing disciplinary problems (2)
- 4.51 Student's rights and responsibilities in the classroom
- 4.52 Classroom behavior policy

4.6 Have awareness of other teaching assignments (1)
- 4.61 Hall duty
- 4.62 Study hall
- 4.63 Lunch room
- 4.64 Club(s)
- 4.65 Other possible duties

5. Safety and Teacher Liability

The teacher will be able to:

5.1 Discuss the legal aspects of teaching liability (1)
- 5.11 Significance of liability
- 5.12 Elements of liability
- 5.13 Nature and extent of liability
- 5.14 Use of safety test instruments
- 5.15 Consequences of liability
- 5.16 Liability insurance

5.2 Discuss OSHA and Ohio Industrial Safety Commission policies as related to shop equipment and safety (1)
- 5.21 Safety program components
- 5.22 Safety behavior checklist/test
- 5.23 Safety checklist/test
  - 5.231 handtool category
  - 5.232 power tool category
  - 5.233 test instrument category
- 5.24 Student injury
  - 5.241 minor
  - 5.242 serious
- 5.25 Accident reports
- 5.26 Emergency evacuation
  - 5.261 related class
  - 5.262 laboratory
- 5.27 Safety apparel and devices
- 5.28 Eye protection and procedures

6. Evaluation of Student Performance

The teacher will be able to:

6.1 Construct ample test items from lesson plan objectives: (2)
- 6.11 True-false
- 6.12 Multiple-choice
- 6.13 Completion
- 6.14 Matching
- 6.15 Listing
- 6.16 Short answer

6.2 Construct a rating scale to evaluate laboratory performance reflecting: (2)
- 6.21 Quality
- 6.22 Quantity
- 6.23 Safety

6.3 Discuss grading system examples (2)
- 6.31 Laboratory
  - 6.311 participation
  - 6.312 progress chart
  - 6.313 performance tent
  - 6.314 job assignments sheets
  - 6.315 daily grades
  - 6.316 attitudes

6.32 Related class
- 6.321 progress charts
- 6.322 tests
- 6.323 quizzes
- 6.324 participation
- 6.325 notebooks
- 6.326 workbooks
- 6.327 written reports
- 6.328 oral reports

7. VICA

The teacher will be able to discuss the purpose and values of VICA (1)

8. Professional Development

The teachers will be able to:

8.1 Discuss state certification policies (1)
- 8.11 One-year vocational certification
- 8.12 Four-year provisional certificates
- 8.13 Eight-year professional certificates
- 8.14 Four-year renewal requirements
- 8.15 Eight-year renewal requirements

8.2 Discuss the Ohio State Department of Education, Division of Vocational Education (1)
- 8.21 Personnel organization chart
- 8.22 Services rendered

8.3 Discuss University Faculty for Vocational Education (1)
- 8.31 Faculty personnel organization chart
- 8.32 Services rendered
- 8.33 Relationship to the State Department of Education, Division of Vocational Education

8.4 Discuss University T & I teacher education plan (1)
- 8.41 Two-year in-service program
- 8.42 Bachelors degree program

8.5 Discuss professional teacher organizations (1)
- 8.51 American Vocational Association, Inc.
- 8.52 Ohio Vocational Association
- 8.53 Other teacher organizations

Appendix B

Data Gathering Instruments

1. Demographic Data Sheet
2. Tennessee Self Concept Scale
3. Edwards Personal Preference Schedule

I.D. Number _____ University _____

BIOGRAPHICAL INFORAMTION

THE OHIO STATE UNIVERSITY WILL HOLD THIS INFORMATION IN THE STRICTEST CONFIDENCE.

Directions: Please PRINT all information requested or check (✓) the most appropriate item(s) for each item on this questionnaire.

1. Name _____ Age _____ Sex _____

2. School's Name _____

3. In which vocational service area do you teach? (✓one)

_____ Agriculture (01)	_____ Home Economics (09)
_____ Business-Office (14)	_____ Trades & Industry (17)
_____ Distributive (04)	_____ Health (07)

4. In which occupational area are you going to teach? _____

_____

5. In what type of a school will you teach? (✓one)

_____ Comprehensive High School (1)	_____ Correctional Institution (5
_____ Joint Vocational School (2)	_____ Mental Health Institution(
_____ Adult High School (3)	_____ Technical School (7)
_____ Hospital (4)	_____ Other _____

6. What level of students will you teach? (✓one in each column)

_____ Grades 7-9 (01)	_____ Youth (06)
_____ Grade 10 (02)	_____ Adults (07)
_____ Grade 11 (03)	_____ Incarcerated (08)
_____ Grade 12 (04)	_____ Hospitalized (09)
_____ Non-graded (05)	_____ CETA (10)
	_____ Other _____

7. What is the duration (total length of time) of the vocational program you are teaching?

_____ Less than 9 month (01)	_____ 20 month (06)
_____ 9 months/1 school yr. (02)	_____ 24 month (07)
_____ 10 month (03)	_____ 27 months/2 school yrs. (0
_____ 12 months (04)	_____ 30 months (09)
_____ 18 months/2 school yrs. (05)	_____ Other _____

8. What is your highest educational attainment? (✓at least one)

_____ High School or equivalent (01)
_____ Apprenticeship (02)
_____ Certificate of training (03)
_____ Professional Diploma (04)
_____ Associate of Science Degree (05)
_____ Associate of Arts Degree (06)
_____ Bachelors Degree (07)
_____ Masters Degree (08)
_____ Doctorate (09)
_____ Professional Degree (10)
_____ Other _____

9. How many credit hours of formal post-high school education have you had?

_____ Credit hours

10. How many years of full-time occupational experience have you had in the area you are to teach? _____ Year(s)

11. How many full-time jobs have you held before signing your current teaching contract in the area you are to teach? _____

12. Do you currently hold a valid Ohio teaching certificate? (✓one)

_____ Yes * (1)
_____ No - go to number 15 (2)

*If yes, 13. What type of a certificate do you have?

_____ 2nd Temporary (1)
_____ 1st Temporary (2)
_____ 2nd Provisional (4)
_____ 1st Provisional (4)
_____ Permanent (5)
_____ Life (6)

14. What grade of certificate do you have?

_____ Vocational (1)
_____ High School (2)
_____ Elementary (3)
_____ Kindergarten/Primary (4)
_____ Special (5)
_____ Administration/Supervision(6)

15. Have you ever participapted in any type of a teacher/trainer preparation program before? (✓one)

_____ Yes * (1)
_____ No - go to number 18 (2)

*If yes, 16. Did you complete the program? (✓one)

_____ Yes (1)
_____ No (2)

17. Who provided the training? (✓one)

_____Business (01)
_____Industry (02)
_____Hospital (03)
_____Military (04)
_____Correctional Facility (05)
_____Union (06)
_____Professional Organization (07)
_____2 year college (08)
_____College/University (09)
_____Public School (10)
_____Other _____

18. Have you ever been a teacher/instructor before? (✓one)

_____Yes * (1)
_____No - go to number 21 (2)

*If yes, 19. For how many years? _____Year(s)

20. Which type of an organization did you teach for? (✓at least one)

_____Business (01)
_____Industry (02)
_____Hospital (03)
_____Military (04)
_____Union (05)
_____Corrections (06)
_____Mental Health (07)
_____Technical School (08)
_____College/University (09)
_____Public School (10)
_____Other _____

21. How many times have you changed residences to take a new job since completing high school? _____

22. Why did you leave your previous job? (✓one)

_____Too many work hours (01)
_____Too few work hours (02)
_____Job pressures (03)
_____Difficult travel requirements (04)
_____Laid off (05)
_____Poor Health (06)
_____Lack of job success (07)
_____Lack of job advancement (08)
_____Lack of job satisfaction (09)
_____Lack of job challenge (10)
_____Family Pressures (11)
_____Retirement (12)
_____Employer Pressures (13)
_____Other _____

23. In what range was your previous years' wage/salary? (✓one)

_____Under $5,000 (01)
_____$5,000-8,000 (02)
_____$8,001-11,000 (03)
_____$11,001-14,000 (04)
_____$14,001-18,000 (05)
_____$18,001-22,000 (06)
_____$22,001-25,000 (07)
_____$25,001-30,000 (08)
_____$30,001-50,000 (09)
_____$50,001-1000,000 (10)
_____$100,000 plus (11)

24. What influenced you to become a vocational teacher? (✓one)

_____ Working Hours (01)
_____ Money (02)
_____ Health Reasons (03)
_____ Amount of Vacation Time (04)
_____ Family Pressures (05)
_____ Challenge (06)
_____ Working with Adolescents/Adults
_____ Other _____

25. Will you maintain outside employment during the school year? (✓one)

_____ Yes (1)
_____ No (2)

26. What is your starting salary range as a teacher? (✓one)

_____ $6,000 or less (1)
_____ $6,000-7,500 (2)
_____ $7,501-9,000 (3)
_____ $9,001-10,500 (4)
_____ $10,501-12,000 (5)
_____ $12,001-13,500 (6)
_____ $13,501-15,000 (7)
_____ $15,001 plus (8)

27. Have you seen your laboratory/classroom yet? (✓one)

_____ Yes (1)
_____ No (2)

Since applying for your current position, have you had an opportunity to talk with:

28. Your school's superintendent? _____ Yes (1) _____ No (2) (✓one)
29. Your school's director? _____ Yes (1) _____ No (2) (✓one)
30. Your local school's supervisor _____ Yes (1) _____ No (2) (✓one)
31. Your co-teacher? _____ Yes (1) _____ No (2) (✓one)
32. Another teacher in the school? _____ Yes (1) _____ No (2) (✓one)
33. A student? _____ Yes (1) _____ No (2) (✓one)

34. Do you have a copy of the textbook(s) to be used next year? (✓one)

_____ Yes (1)
_____ No (2)

35. Do you have a copy of an occupational analysis for your program? (✓one)

_____ Yes (1)
_____ No (2)

36. Do you have a copy of your program's course outline? (✓one)

_____ Yes (1)
_____ No (2)

37. Do you have a copy of your program's current course of study? (✓one)

_____ Yes (1)
_____ No (2)

Parts 1 and 2 of Appendix B were removed due to copyright restrictions.

Appendix C

Request for Participant Consent

53

REQUEST FOR PARTICIPANT CONSENT

Good (morning/afternoon) (ladies and/or gentlemen):

I would like to extend my congratulations to you for being selected as a new vocational teacher in Ohio. I am part of a research team from The Ohio State University conducting a Characteristics and Needs Profile on Ohio's 1978-79 Inservice Vocational Teachers.

The purpose of this research is to assist the Ohio State Department of Education in identifying your needs as Vocational Teachers in the State of Ohio. The data obtained will be analyzed in order to develop future Vocational Teacher education programs at the 16 approved Vocational Teacher Education Universities in OHio.

The study will consist of four parts, three of which we will complete today:

1. A Biographical Information sheet.
2. The Tennessee Self Concept Scale
3. The Edwards Personal Preference Schedule, and
4. A needs analysis which will be forwarded to you and your vocational teacher educator during the first part of November. This data will be utilized to improve future preservice programs of instruction and the strengthening of temporary certification procedures in Ohio.

In July 1979, the teacher certification records will be searched to identify the teachers who left teaching during their first year.

To ensure your cooperation you will not be identified by name or by the name of your school. If you participate, you will be assigned a random number, which only Dr. Sage at Ohio State University will know. The data representing the individuals in this group will be reported only as population data.

At this time, I would like to request your assistance in this research by signing the "CONSENT TO SERVE AS A SUBJECT IN RESEARCH", which is the first form inside the packet that has been handed out to you.

-Has everyone completed the consent form?

-All other instruments need to be completed in PENCIL. If you do not have a pencil, I have them available for your use.

-Next, please complete the BIOGRAPHICAL INFORMATION SHEET, please be sure to complete the items on both sides of the pages.

-Is anyone not done with the BIOGRAPHICAL INFORMATION SHEET?

-Take out the EDWARDS PERSONAL PREFERENCE SCHEDULE. A blue and white answer sheet is inside the EDWARD'S folder. If you consider an item on the Edwards Personal Preference Schedule to be TOO SENSITIVE or TOO PROBING, do not answer it, and go on to the next item.

-On the answer sheet, fill ou the "NAME" section in the upper left-hand corner. Also, complete the SEX, AGE, and DATE blanks at the top of the page.

-Please read the DIRECTIONS, then complete the schedule by "filling in" the correct "A" or "B" circle for each item.

-Is anyone not done with the Edwards Schedule?

-Now, the last instrument, and I thank you for your patience - The Tennessee Self Concept Scale.

-The answer sheet is attached to the statement sheet, please separate these two sheets.

-On the answer sheet: fill in your NAME only in the blocks in the upper right hand corner.

-Please read the directions at the top of the "statement" sheet, then complete the instrument by FILLING IN the appropriate slot for each item.

-Has anyone not completed the Tennessee Scale?

(COLLECT BY BEST METHOD.....)

Again, I would like to thank you on behalf of The Ohio State Department of Education and The Ohio State University for your help in collecting this data. It is hoped that the general information gathered will aid the State Department in better serving each of you as a Vocational Educator, and identifying areas of training and needs that should be added, deleted, or left intact in the Vocational Teacher Education and Certification program.

I wish you the best of luck in your new profession.

(PLEASE RETURN ALL MATERIALS TO DR. SAGE OR JERRY FISHER ..... REMEMBER, TREAT THIS MATERIAL WITH THE UTMOST OF CONFIDENTIALITY.....

Appendix D

Participant Consent Form

56

Protocol No. 77B495

CONSENT TO SERVE AS A SUBJECT IN RESEARCH

I consent to serve as a subject in the research investigation entitled: "A Characteristics and Needs Profile of Ohio's 1978-79 inservice Vocational Teachers"

The nature and general purpose of the research procedure have been explained to me. This research is to be performed by or under the direction of Dr. James E. Sage, who is authorized to use the services of others in the performance of the research.

I understand that any further inquiries I make concerning this procedure will be answered. I understand my identity will not be revealed in any publication, document, recording, video-tape, photograph, computer data storage, or in any other way which relates to this research. Finally, I understand that I am free to withdraw my consent and discontinue participation at any time following the notification of the Project Director.

Signed _____
(Subject)

Date _____

Time _____ A.M. P.M.

_____ _____
Witness - Osu Representative Witness - teacher educator

_____
Investigator

PA-027

Appendix E

Profiles of Population

Table 1 - Background descriptions

Table 2 - Teacher characteristics

Table 3 - Degree of program acquaintance

Table 4 - Self concept profile

Table 5 - Personality profile

Table 1

Description of the Teachers Participating in the 1978 Four-week Preservice Program of Instruction

VARIABLE NAME	POPULATION					AGRICULTURAL EDUCATION TEACHERS					HEALTH OCCUPATION TEACHERS					HOME ECONOMICS TEACHERS					TRADE AND INDUSTRIAL TEACHERS				
	NUMBER	MEAN	STD. ERROR	KURTOSIS	SKEWNESS	NUMBER	MEAN	STD. ERROR	KURTOSIS	SKEWNESS	NUMBER	MEAN	STD. ERROR	KURTOSIS	SKEWNESS	NUMBER	MEAN	STD. ERROR	KURTOSIS	SKEWNESS	NUMBER	MEAN	STD. ERROR	KURTOSIS	SKEWNESS
Age	161	38.1	.827	-.32	.61	22	31.1	2.38	1.79	1.58	11	38.7	1.98	-1.3	.27	8	38.9	4.3	-1.9	.34	120	39.2	9.2	-.2	.66
Number of Post-H.S. Credit	161	45	5.8	3.7	1.9	22	119.8	20.2	-1.5	-.12	11	121	38.3	.89	1.1	8	50	26	-.68	1	120	23.9	4	4.4	2.3
Years of Occupational Experience	161	14.6	.74	.05	.79	22	9.8	.2	.47	1.3	11	12	2.0	4.3	1.9	8	13.3	3.5	3.5	1.5	120	15.9	.85	.07	.74
Number of Full Time Jobs Held	159	3.2	.24	22.5	4.06	22	1.9	.3	3.3	1.6	11	3.27	.23	1.6	.93	8	4.5	1.6	5.4	2.3	120	3.4	.29	22.7	4.1
Years of Previous Teaching Experience	161	1.4	.25	27.	4.5	22	1.9	1.2	21	4.5	11	1.4	.8	3.7	2.1	8	.38	.18	-2.2	.64	120	1.4	.25	6.9	2.6
Number of Resident Changes to Acquire A New Job	161	1.4	.23	58	6.4	22	.96	.33	3.1	1.9	11	2	.85	3.2	1.8	8	1	.57	.39	1.4	120	1.4	.29	55	6.5

Table 2

Characteristics of Teachers Participating in the 1978 Four-week Preservice Program of Instruction

VARIABLE/ CATEGORY NAME	POPULATION		AGRICULTURAL EDUCATION TEACHERS		HEALTH OCCUPATIONS TEACHERS		HOME ECONOMICS TEACHERS		TRADE AND INDUSTRIAL TEACHERS	
	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %
SEX										
a. male	232	82	19	86.4	2	18.2	3	37.5	108	90
b. female	29	18	3	13.6	9	81.8	5	62.5	12	10
EDUCATIONAL ATTAINMENT										
a. H.S. Diploma/ EQUIV	73	45.3	7	31.8			3	37.5	63.	52.5
b. Apprenticeship	15	9.3					2	25	13	10.8
c. Certificate	23	14.3	1	4.5	1	9.1			21	17.5
d. Prof. Diploma	18	11.2			5	45.5			13	10.8
e. Assoc. Degree	8	4.9	3	13.6			2	25	3	2.5
f. Bachelor's "	18	11.2	11	50	3	27.3	1	12.5	3	2.5
g. Master's "	1	.6							1	.8
h. Doctorate	1	.6			1	9.1				
i. Prof. Degree	2	1.2			1	9.1			1	.8
j. Other	2	1.2							2	1.7
TEACHING CERTIFICATE CURRENTLY HELD										
a. None	68	42.2	13	59.1	4	36.4	4	50	47	39.2
b. 2nd Temporary	33	20.5	7	31.8	3	27.3	3	37.5	20	16.7
c. 1st Temporary	53	32.9	2	9.1	1	9.1	1	12.5	49	40.8
d. 1st Provisional	7	4.3			3	27.3			4	3.3
TYPE OF CERTIFICATE										
a. None	68	42.2	13	59.1	4	36.4	4	50	47	39.2
b. Vocational	90	55.9	8	36.4	7	63.6	4	50	71	59.2
c. Other	3	1.9	1	4.5					2	1.7
PREVIOUS TEACHER TRAINING										
a. Yes	33	20.5	4	18.2	1	9.1			28	23.3
b. No	128	79.5	18	81.8	10	90.9	8	100	92	76.7
TEACHER EDUCATION COMPLETED										
a. N/A	128	79.5	18	81.8	10	90.9	8	100	92	76.7
b. Yes	25	15.5	3	13.6	1	9.1	8	100	21	17.3
c. No	8	5	1	4.5					7	5.8

VARIABLE/ CATEGORY NAME	POPULATION		AGRICULTURAL EDUCATION TEACHERS		HEALTH OCCUPATIONS TEACHERS		HOME ECONOMICS TEACHERS		TRADE AND INDUSTRIAL TEACHERS	
	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %
TRAINING PROVIDED BY:										
a. N/A	128	79.5	18	81.8	10	90.9	8	100	92	76.7
b. Business	1	.6							1	.8
c. Industry	4	2.5	1	4.5					3	2.5
d. Military	8	5							8	6.7
e. College/Univ.	15	9.3	3	13.6	1	9.1			11	9.2
f. Public School	2	1.2							2	1.7
g. Dept. of Educ	2	1.2							2	1.7
h. Church School	1	.6							1	.8
PREVIOUS TEACHING EXPERIENCE WAS IN:										
a. N/A	81	50.3	10	45.5	5	45.5	4	50	62	51.7
b. Business	2	1.2			2	18.2				
c. Industry	4	2.5	3	13.6					1	.8
d. Hospital	1	.6			1	9.1				
e. Military	13	8.1							13	10.8
f. Tech School	14	8.7	1	4.5	1	9.1	1	12.5	11	9.2
g. College/Univ.	7	4.3	3	13.6	1	9.1			3	2.5
h. Public School	28	17.4	5	22.7	1	9.1	3	37.5	19	15.8
i. Pvt. School	3	1.9							3	2.5
j. Other	8	2.5							8	6.7
REASON FOR LEAVING BUSINESS OR INDUSTRY										
a. Too many hrs	9	5.6	2	9.1	3	27.3			4	3.4
b. Travel required	6	3.7	1	4.5			1	12.5	4	3.4
c. Laid off	7	4.4							7	5.9
d. Health	4	2.5							4	3.4
e. Lack of advancement	21	13.1	6	27.3			1	12.5	14	11.8
f. Lack of satisfaction	31	19.4	8	36.4			1	12.5	23	19.3
g. Lack of challenge	29	18.1	1	4.5	2	18.2	3	37.5	23	19.3
h. Retirement	15	9.4	1	4.5					14	11.8
i. To teach	12	7.5	1	4.5	2	18.2	2	25	8	6.7
j. Personal Choice	6	3.7			1	9.1	1	12.5	4	3.4
k. Other	21	13.1	2	9.1	3	27.3			15	12.4
WHY DID YOU SELECT VOCATIONAL TEACHING?										
a. Hours	16	10			4	36.4			12	10.1
b. Money	4	2.5							4	3.4
c. Health Reasons	3	1.9							3	2.5
d. Vacation time	7	4.3							7	5.9
e. Family	20	12.5	4	18.2	2	18.2	1	12.5	13	10.9
f. Challenge	74	46.2	7	31.8	5	45.5	7	87.5	55	46.2
g. Work w/adolescents or adults	34	21.2	11	50					23	19.3
h. Other	3	1.9							3	2.5

VARIABLE/ CATEGORY NAME	POPULATION		AGRICULTURAL EDUCATION TEACHERS		HEALTH OCCUPATIONS TEACHERS		HOME ECONOMICS TEACHERS		TRADE AND INDUSTRIAL TEACHERS	
	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %
WHAT WAS YOUR PREVIOUS YEARS EARNINGS?										
a. Under $5,000.	6	3.7	4	18.2					2	1.7
b. $5,100. - $5,800.00	15	9.4					2	25	13	10.9
c. $8,100 - $11,000.00	28	17.5	11	50	3	27.3	3	37.5	11	9.2
d. $11,100 - $14,000.00	43	26.9	4	18.2	7	63.6	2	25	30	25.2
e. $14,100 - $18,000.00	38	23.6	2	9.1					36	30.3
f. $18,100 - $22,000.00	18	11.2	1	4.5			1	12.5	16	13.4
g. $22,100 - $25,000.00	6	3.7							6	5
h. $25,100 plus	7	4.3			1	9.1			5	4.2
STARTING SALARY AS A TEACHER										
a. Unknown	4	2.5	1	4.5					3	2.5
b. $7,500.00 or less	3	1.9							3	2.5
c. $7,501- $9,000.00	2	1.2	1	4.5					1	.8
d. $9,000 - $10,500.00	27	16.8	5	22.7	2	18.2	2	25	18	15
e. $10,501 - $12,000.00	41	25.5	7	31.8	3	27.3	2	25	29	24.2
f. $12,001 - $13,500.00	51	31.7	3	13.6	2	18.2	3	37.5	43	35.8
g. $13,501 - $15,000.00	25	15.5	3	13.6	3	27.3	1	12.5	18	15
h. $15,001.00 plus	8	5	2	9.1	1	9.1			5	4.2
WILL OUTSIDE EMPLOYMENT BE MAINTAINED DURING THE SCHOOL YEAR?										
a. Yes	68	42.2	10	45.5	1	9.1	2	25	55	45.8
b. No	93	57.8	12	54.5	10	90.9	6	75	65	54.2

Table 3

The degree to which the participants of 1978 pre-service program of instruction were acquainted with the teaching environment and facilities upon employment

VARIABLE/ CATEGORY NAME	Population		Agricultural Education Teachers		Health Occupations Teachers		Home Economics Teachers		Trade and Industrial Teachers	
	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %	FREQUENCY	ADJUSTED %
Have you viewed your laboratory/ classroom?										
YES	151	93.8	21	95.5	9	81.8	8	100	113	94.2
NO	10	6.2	1	4.5	2	18.2			7	5.8
Talked with school's superintendent?										
YES	115	71.4	17	77.3	5	45.5	8	100	85	70.8
NO	37	23.	5	22.7	6	54.5			26	21.7
OTHER	9	5.6							9	7.5
Talk with school's Director?										
YES	135	83.9	17	77.3	9	81.8	8	100	101	84.2
NO	15	9.3	2	9.1	1	9.1			12	10
OTHER	11	6.8	3	13.6	1	9.1			7	5.8
Talked with area Supervisor?										
YES	130	80.7	18	81.8	8	72.7	8	100	96	80
NO	21	13	4	18.2	2	18.2			15	12.5
OTHER	10	6.2			1	9.1			9	7.5
Talked with your Co-teacher?										
YES	103	64	13	59.1	4	36.4	6	75	80	66.7
NO	25	15.5	4	18.2	2	18.2	1	12.5	18	15
N/A	33	20.5	5	22.7	5	45.5	1	12.5	22	18.3
Talked with another teacher?										
YES	137	85.1	20	90.9	11	100	6	75	100	83.3
NO	24	14.9	2	9.1			2	25	20	16.7
Talked with a student?										
YES	104	64.6	14	63.6	9	81.8	5	62.5	76	63.3
NO	57	35.4	8	36.4	2	18.2	3	37.5	44	36.7
Do you have a textbook?										
YES	121	75.2	14	63.6	8	72.7	4	50	95	79.2
NO	40	24.8	8	36.4	3	27.3	4	50	25	20.8
Do you have an occupational analysis?										
YES	60	37.3	13	59.1	6	54.5	3	37.5	38	31.7
NO	101	62.7	9	40.9	5	45.5	5	62.5	82	68.3
Do you have a course outline?										
YES	85	52.8	14	63.6	8	72.7	4	50	59	49.2
NO	76	47.2	8	36.4	3	27.3	4	50	61	50.8
Do you have a course of study?										
YES	70	43.5	10	45.5	7	63.6	3	37.5	50	41.7
NO	91	56.5	12	54.5	4	36.4	5	62.5	70	58.3

DO NOT FILM

Table 4

Self-Concept Profile
of the
Newly Employed Vocational
Teachers by Service Area

Variable Name	Population					AG			HE			TI		
	No.	$\bar{X}$	SE	Kur	Ske	No.	$\bar{X}$	SE	No.	$\bar{X}$	SE	No.	$\bar{X}$	SE
Self Criticism	161	34.08	.44	.006	.181	22	34.7	1.57	8	34.11	1.7	131	33.9	.48
T-F	161	1.11	.027	36.1	4.53	22	1.1	.06	8	.97	1.0	131	1.1	.03
NET-C	161	-3.55	1.06	2.74	1.18	22	2.14	3.1	8	-6.6	5.2	131	-4.3	1.1
Total C	161	30.2	.739	.48	.6	22	28.6	10.8	8	32.6	8.05	131	30.3	.80
Total Self Descrip.	161	359.2	2.05	-.47	-.14	22	369.6	5.66	8	348.6	8.11	131	358.1	2.2
ID	161	131.28	.65	-.54	-.38	22	134.1	1.5	8	127.6	2.9	131	131.0	.73
Self Satisfaction	161	110.27	1.01	-.4	.03	22	113.0	3.2	8	107.6	3.9	131	109.9	1.09
Behavior	161	117.7	.8	-.19	.14	22	122.4	2.3	8	113.3	2.4	131	117.1	.88
Physical Self	161	71.8	.62	-.02	-.31	22	74.6	1.6	8	67.8	2.17	131	71.6	.69
Moral-Ethical Self	161	73.66	.57	-.23	-.35	22	75	1.38	8	72.5	2.7	131	73.5	.64
Personal Self	161	69.37	.46	.05	-.004	22	71.3	1.4	8	65.3	1.8	131	69.2	.49

AG - Agricultural education teachers
HE - Home economics education teachers
TI - Health Occupations and Trade and Industrial education teachers

SE - Standard error
Kur- Kurtosis
Ske- Skewness
$\bar{X}$ - Mean

Table 4 (cont.)

Self-Concept Profile
of the
Newly Employed Vocational
Teachers by Service Area

Variable Name	Population					AG			HE			TI		
	No.	$\bar{X}$	SE	Kur	Ske	No.	$\bar{X}$	SE	No.	$\bar{X}$	SE	No.	$\bar{X}$	SE
Family Set	161	73.4	.52	-.25	-.21	22	73.9	1.07	8	68.5	2.6	131	70.6	.62
Social Self	161	71	.55	-.38	.002	22	74.5	1.7	8	74.3	2.6	131	73.1	.54
V-Total	161	45.67	1	-.75	.21	22	47.3	3.1	8	47.7	3.5	131	45.2	1.09
V-Column	161	28.18	.71	-.44	.35	22	29.5	2.2	8	28.1	1.7	131	27.9	.79
V-Row	161	17.5	.43	.3	.6	22	17.8	1.2	8	19.6	2.4	131	17.3	.47
DST	161	123.5	2.08	-.39	.07	22	136	5.8	8	110.7	9.6	131	122.1	2.2
DST-5	161	17.09	.92	.22	.77	22	24.3	2.9	8	14.7	3.4	131	16	.97
DST-4	161	27.79	.8	.24	-.28	22	22.8	2.7	8	24.6	2.3	131	28.8	9.5
DST-3	161	15.65	.7	.71	.78	22	12.5	1.6	8	22.5	4	131	15.7	.75
DST-2	161	17.45	.71	-.5	.08	22	15.8	2	8	19.6	2.9	131	17.5	.78
DST-1	161	22.02	.79	-.44	.19	22	24.3	2.3	8	18.5	3.3	131	21.8	.86

Table 4 (cont.)

Self-Concept Profile
of the
Newly Employed Vocational
Teachers by Service Area

Variable Name	Population					AG			HE			TI		
	No.	$\bar{X}$	SE	Kur	Ske	No.	$\bar{X}$	SE	No.	$\bar{X}$	SE	No.	$\bar{X}$	SE
Determine Positive Self	161	59.98	.68	-.01	-.07	22	63.2	2.1	8	56.7	2.4	131	59.6	.73
General Maladjustment	161	101.1	.57	-.17	-.39	22	103.6	1.5	8	98.2	2.3	131	100.9	.63
Psychosis	161	48.56	.49	-.13	.20	22	47.8	1.1	8	50.2	5.6	131	48.5	.55
Personality Disorder	161	77.7	.74	-.13	-.26	22	78.5	2.3	8	79.3	3.1	131	77.4	.80
Neurosis	161	86.47	.69	-.07	.04	22	89.5	1.8	8	80.2	2.3	131	86.3	.70
Personality Integration	161	11.1	.33	-.15	-.07	22	9.7	1.0	8	11.1	1.6	131	11.3	.35
No. of Deviant Signs	161	10.09	.85	8.3	2.45	22	12.5	2.7	8	10.1	3.2	131	9.7	.91

Table 5

Personality Profiles of the Newly Employed Vocational Teachers by Service Area

VARIABLE NAME	Population					AG			HE			TI		
	NO	X	SE	Kur	Sku	NO	X	SE	NO	X	SE	NO	X	SE
Achievement	161	15.6	.31	.09	.04	22	14.36	1.01	8	14.38	1.2	131	15.9	.34
Deference	161	12.4	.29	.26	-.11	22	11.86	.67	8	14.38	1.4	131	12.38	.33
Order	161	13.1	.39	-.65	-.04	22	12.3	1.1	8	17.	2.	131	13.1	.41
Exhibition	161	11.6	.4	-.5	-.11	22	11.6	1.1	8	12.88	1.6	131	11.5	.44
Autonomy	161	10.1	.36	-.6	.11	22	11.	1.07	8	11.37	1.7	131	9.9	.39
Affiliation	161	13.4	.32	-.04	-.2	22	14.36	.89	8	11.5	1.01	131	13.4	.36
Intraception	161	15.2	.42	-.37	-.3	22	17.09	.94	8	16.7	1.9	131	14.87	.47
Succorance	161	8.7	.35	-.44	-.01	22	9.22	.86	8	8.25	.77	131	8.59	.39
Dominance	161	14.3	.47	-.07	-.36	22	13.4	1.1	8	16.5	.98	131	14.3	.53
Abasement	161	12.1	.43	-.56	-.007	22	14.27	.97	8	14.62	1.0	131	11.65	.49
Nurturance	161	13.9	.4	-.09	-.18	22	15.5	.98	8	12.6	1.67	131	13.74	.44
Change	161	15.1	.37	.19	-.43	22	15.45	1.06	8	18.3	1.19	131	14.85	.41
Endurance	161	16.1	.41	-.34	-.21	22	17.2	1.03	8	18.3	1.01	131	15.79	.47
Heterosex	161	12.2	.63	-.95	.19	22	11.9	1.5	8	12.25	3.2	131	12.38	.70
Aggression	161	9.07	.41	-.73	-.04	22	9.8	1.26	8	10.88	.93	131	8.8	.45
Con	161	9.85	.24	.55	-.70	22	10.09	.57	8	10.25	.67	131	9.78	.27

AG - Agricultural education teachers
HE - Home economics education teachers
TI - Health occupations and trade and industrial education teachers
X - Mean
SE - Standard error
Kur - Kurtosis
Ske - Skewness